THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL  
SCHOOL OF SOCIAL WORK

COURSE NUMBER: SOWO 875 Section 1 – Meets Mondays 2 - 4:50 pm  
COURSE TITLE: COMMUNITY: THEORY AND PRACTICE  
SEMESTER AND YEAR: FALL 2009  
CREDITS: 3 CREDIT HOURS  
INSTRUCTOR: Marie Weil  
School of Social Work  
Office: 422  
Phone: 919-962-6455  
Fax: 919-843-8715  
Email: moweil@email.unc.edu  

OFFICE HOURS: Mondays 12:45 – 1:45 pm and 5 – 6:00 pm  
Tuesdays 12:45 – 1:45 pm and 5 – 6:00 pm  
Other times by appointment

COURSE DESCRIPTION: Engages students in examining theory, methods, and strategies for community practice within complex political and economic environments, emphasizing values and intervention methods.

COURSE OBJECTIVES:  
Upon completion of the course students will be able to demonstrate:

1. Knowledge of and ability to demonstrate facilitation and leadership skills in community development, organizing, and planning settings;

2. Ability to analyze group dynamics in a task group setting;

3. Ability to discuss and apply knowledge about cultural competence in analysis of organizations and practice situations in multicultural communities. Ability to apply a framework for learning about specific community cultures;

4. Ability to analyze emerging issues in political/economic environments that affect opportunities and access for low-wealth populations and community practice settings;

5. Knowledge of and ability to analyze and apply community and practice theories in course discussions and assignments; Ability to theorize and compare utility of theories in diverse practice situations in class presentations and papers;

6. Knowledge of and ability to employ conceptual frameworks and practice approaches used in the class in analyzing community strategies and decision-making processes;
7. Ability to articulate, critique and apply social work values, ethics, and professional
principles for community practice; Use of values and ethics for decision-making in
settings where different values and interests are in competition and where there are
significant power differentials;

8. Ability to explain and appreciate the competing demands that multiple stakeholders place
on community-based organizations, and the multiple expectations and demands placed
on community practitioners;

9. Ability to integrate theory, knowledge, research findings, and skills to demonstrate
advanced practice competencies such as: building a diverse and culturally competent
community organization; coordinating the work of diverse groups in communities; and
building a shared culture in an organization or community group that appreciates the
strengths of oppressed populations;

10. Knowledge of current trends, issues, and studies that shape and influence organizing,
planning, and development processes in community-based organizations and
communities in relation to students’ special interest projects; and

11. Ability to demonstrate and teach selected knowledge, skills and competencies for
community practice in class presentations.

**Expanded Description:**
This course builds on learning from the MSW foundation year, particularly from SOWO 570 “Social Work Practice with Organizations and Communities” and provides grounding for electives offered by the Management and Community Practice Concentration. The Concentration is designed to prepare graduates for leadership in community practice and management and provides requisite courses for the Certificate in International Development and the Certificate in Nonprofit Management. In addition to full time MCP students, Concentration Courses are also often taken by students completing advanced degrees in Public Health, Public Administration, City and Regional Planning, and Education.

The course focuses on theory and knowledge and on strategies needed for effective practice in community organizing, development, and planning. It emphasizes application of theory to practice settings and developing skills and competencies for community work in diverse settings. The content progresses through a range of major skill areas providing theory, case examples and experiential learning activities that relate to developing, facilitating, and exercising leadership in communities and in inter-organizational collaboratives.

**Required Texts/Readings:**
(Texts are available in the Health Sciences Bookstore.)
TEACHING METHODS

This advanced seminar will employ both cognitive and experiential learning approaches. Students will be expected to facilitate discussions on application of theories to community practice and to theorize about practice situations. Students will engage in a variety of experiential exercises, lead exercises in areas of particular interest, and make professional level presentations. Brief lectures and work in small groups will be employed in the class as well as general class discussion.

Students are expected to work together to build a positive, learning-focused culture in the class and to model the collaborative, analytic, and mutual planning approaches that are critical for community practice. Students will be expected to employ professional ethics and values and to actively practice facilitation and problem-solving skills. Since the course focuses on developing facilitation and leadership skills, you will be expected to use class sessions and assignments as a means of increasing your competence and confidence in these areas.

You are expected to treat the class as a professional venue in which all participants are committed to learning and practice that can strengthen communities and organizations, and enact values promoting social justice and human rights—especially for vulnerable populations and those that historically and/or currently experience exclusion, discrimination, or oppression.

You are expected to actively participate, drawing from readings, assignments, internships, and your previous or current work and/or volunteer experience. The instructor will be available during office hours or by appointment, and by telephone and e-mail to address questions that may arise between class sessions.

The development of a supportive learning environment, reflecting the values and ethics of the social work profession, is essential for this class. Your contribution to making this a safe and respectful class for learning and growth will be noted and appreciated. Since the majority of work for most community practitioners involves working with task groups, the class will provide an opportunity for testing, modeling, and expanding skills in this area.

COURSE ASSIGNMENTS:

Students will be evaluated based on the following assignments.

Class Attendance and Participation (including “kick offs” and reports) 10%
Assignment 1. Group Dynamics Paper 15%
Assignment 2. Models Comparison Presentation and Paper 20%
Assignment 3. Small Group Teaching Exercise 20%
Assignment 4. Final Project (select one of four options) 35%

MAJOR ASSIGNMENTS:

A range of brief homework and in-class group assignments will be used throughout the course. The Four Major Assignments for the class are:

I. **Group Dynamics Analysis**: A brief paper assessing group dynamics, process, and goal attainment in a task group—applying theory and observational techniques. This should be written as a formal paper employing theory and other relevant information and following expected APA style. (4-5 pages plus references and exhibits.) Due at beginning of 4th class, September 28th. 15%

II. **Community Practice Models and Relevant Theory**: A brief paper and poster presentation focused on analysis and comparison of examples of a community practice model with supportive theory and research. Each presenter will provide a brief power-point style handout to class members covering major points of the presentation, references, and if relevant, information regarding sequencing or mixing models in response to community interests, needs and aspirations. Papers due at beginning of 7th Class, October 19th; Presentations on the 19th and 26th. The paper should also include a brief Reflection section discussing the experience of making the presentation. 20%

III. **Small Group Skill Teaching/Coaching**: Each class member will work as part of a small group to teach/coach a particular community practice skill to class members. The groups will facilitate their skill-teaching/coaching exercise for 15 to 20 minutes at the beginning of the class session that includes their skills area. Each small group will collaborate on planning, illustrating, modeling and teaching the skill. Each group will prepare a handout for class members illustrating and discussing Teaching Tips for their skill area along with references and relevant materials that describe/illustrate the skill and its applications.

As part of the Skills Teaching Presentation, groups will also present what they think was important/valuable in the week’s readings. Skill-teaching presentations should follow these guidelines:
1. Conduct the skills teaching exercise using creative strategies and engaging class members in the exercise or in follow-up discussion.
2. Discuss what group members felt were the most important ideas, theories, principles, concepts and/or practice skills from the readings for that week as applied to field, work or volunteer experience (past or present).
3. You are not necessarily responsible for covering all of the readings. You may discuss common themes that run across the readings or select a particular reading to emphasize.
Following presentations, each student will prepare a brief Reflection Paper analyzing her/his own participation in the teaching/coaching experience. These presentations will be scheduled throughout the semester in relation to the topics assigned for the day.

IV. Final Project Assignment: You have four options to choose from for your final assignment. Within each of these options you should make choices that enable you to shape the final assignment to your own learning interests.

Due Dates:
For each of the options, an outline of your proposed project is due) October 5th (Class 5).
The Final Project Paper is due December 2nd (Class 16). Brief panel presentations of projects will be scheduled prior to the final class.

Option A: Case Study of a Community, Community Organization, or Community-Based Organization Over Time

For this final project option, you will select a specific Geographic Community (for example: Northeast Durham; Bande Ache; DSNI; Louisberg), Community of Interest (LGBT on-line Coalition; Parents of Children with Developmental Delays), Community Organization (Durham CAN; Back of the Yards;) or Community-Based Organization (Chicanos Por La Causa; University Settlement) and examine and analyze that community/organization intensively considering its origins, commitments, challenges and development over time. You may select the community in which you currently work/intern, your home community, a community of interest to which you belong or which interests you; or any community organization or community-based organization that is of special interest to you. For the Project Paper you will engage in the following activities:

- Introduce the community—What makes it a community? Who lives/participates there? Who is involved in community advancement/betterment? (Demographics and more)

- What is their history, and their social, economic, political, environmental contexts? What culture or cultures comprise the community? How would you characterize cross-cultural/multi-cultural interactions?

- Document the specific concerns, interests, needs, strengths of the community. What is their experience of struggle and success?

- Do they have a clear vision of the change they want to see and create?

- What are the central goals for change?
• What strategies for change have they used or plan to use?

• Select and analyze a current or recent endeavor which the community/community organization has taken on, their results, and any evaluative efforts.

• If possible, visit the community/organization, and/or interview (in person, via phone, or email) leaders about the group/organization to ground your study and analysis of the group/organization’s “life,” efforts for progressive change, challenges and successes.

• Conclude with your own assessment of the collective efficacy of the group/community/organization and any recommendations you have to strengthen its work.

Option B. Comparative Study of a Type of Community Intervention

For this option you will investigate, study and analyze a particular type of community project/intervention—such as asset building; response to disaster; developing youth leadership, developing a coalition, etc.) You will select three to four examples of this type of project in diverse settings; write brief case studies; and focus on comparing and contrasting the intent, implementation, and outcomes of the projects.

Discuss relevant research and/or documentation of outcomes. (If you find no examples of studies of this type of project, present a brief description of the methods and means you would recommend to evaluate such projects.)

What is your appraisal of this type of community project/intervention?
If your assessment is positive, what aspects of the project/intervention can be transferred to other settings? How?
What would it take to maximize transferability?
What aspects will most need adaptation to specific sites, culture, communities, circumstances?
Apply theory and research to support your conclusions about results and transferability.

Option C. Case Study of Participation

Objectives:
1) Describe and analyze the ability of citizens to organize around an issue(s) of concern;
2) Describe and analyze the effectiveness of strategies and tactics used by a citizen group to achieve quality of life improvements.

Requirements: Students will write a Case Study that describes and analyzes how citizens participate in efforts to improve their quality of life through neighborhood associations, civic groups, advocacy groups, advisory committees or nonprofit health or human service organizations.
Students have three (3) different ways to complete Option C, with varying degrees of collaboration with other students:

**Option C.1. Group Project:** Students will work in teams of two to four persons based on their geographic proximity to one another and/or shared interests to complete a case study on a group or organization.

**Option C.2. Collaborative Project:** Students will work in teams of two to four persons. Each student will select a group or organization for the case study, yet work together to do a presentation and complete the required sections of the paper. An additional section comparing and contrasting results from the two or more groups or organizations will be required.

**Option C.3 Individual Project:** Students will complete their own case study of an organization. However, in addition to completing the assignment requirements, students choosing this option will also need to complete a negotiated task or limited project (“service extension”) that helps the group or organization meet an objective (i.e. conduct research about local services or resources or legislation, facilitate a planning session, assist with a grant proposal, help plan a special event, etc.). This task should be meaningful to the group or organization but time limited and feasible for the student.

Students will form their own groups for **Options C.1 & C.2** and can seek assistance from the instructor to form their groups if needed. *Exactly how each option is exercised can be discussed and negotiated with the instructor.*

**Note:** If for some reason it is not possible for you to interact with a group or organization in your community, you have the option, with instructor approval, of choosing a group or organization with whom to correspond and interview. It will be important, however, to get permission to review meeting minutes and other documents that will be needed to complete the assignment requirements (see below) and it may not be possible to negotiate a service extension without having direct contact.

**Principles of Engagement for Option C and other studies where applicable:** Professional ethics, transparency, and reciprocity are required in connecting to a group or organization to learn from it. When you have selected your final assignment option, write a memo to your instructor describing how you will handle the following aspects of your assignment.

To complete Option C, it is necessary to get the permission of a group or organization to observe them. The group or organization should clearly understand the purpose of the assignment and how the case study results will be used. Confidentiality should be strictly upheld and students should consider making some type of contribution (in addition to the service extension described with Option C) to the group or organization, depending on the circumstances. Please be sensitive to the principle of reciprocity: the group or organization should feel that they get something out of the experience.
Types of Groups or Organizations
Case studies may examine a community organization that is government initiated (e.g. Commission for Women, County Social Services Board, etc.); grassroots/citizen initiated (e.g. neighborhood association, Alliance for Economic Justice); or a combination government/private organization (e.g. Partnership for Young Children), that has evolved in response to adverse social or economic conditions.

Assignment Requirements
The case study should address the following:

a. **Goals/Objectives:** What is the change that this group seeks to achieve? What are the quality of life improvements that they want to be true?

b. **Stakeholders:** Identify the group(s) of people (residents of a neighborhood, a group of people with shared circumstances, an organization focused on community practice, a community coalition, an interagency coalition, etc.) that have a stake in these desired quality-of-life improvements and analyze the extent to which they participate in the organization.

c. **Participation:** Describe and analyze the efforts of the organization to increase the capacity of people who are affected by adverse conditions (stakeholders) to become involved in doing something to improve their quality of life. Include the extent to which these stakeholders make decisions that affect the organization. Describe the lessons you or your group learned about citizen participation/volunteer involvement from your observations and analysis.

d. **Strategies and Tactics:** Describe and analyze the strategies and tactics that the group or organization uses to achieve quality of life improvements. Besides meeting, what do they do to seek the change that they desire? Be sure to relate these strategies and tactics to course readings.

e. **Impact:** How successful is this group or organization in achieving desired quality of life improvements? Incorporating theory and practice skills and concepts from the course readings, what are the factors that facilitate or hinder the group or organization’s impact?

f. **Capacity Building/Community Practice Roles:** Incorporating theory and practice skills and concepts from the course readings, what ideas do you have for how this group or organization could strengthen or improve participation and its strategy and tactics? As a professional social worker, how would you go about working with this group or organization to help them improve in these respects?

g. **Contrast and Comparison (Option C.2 only):** Based on the sections completed above, write a collaborative section that analyzes and summarizes the key similarities and differences between or among the groups chosen for the case study.

h. **Service Extension (Option C.3 only):** Finally, describe what your group did for the organization to repay them for allowing you to engage in learning with them, (helped with a fundraiser or annual meeting, collected material for their use, provided facilitation skills for a meeting, etc.)
An outline of the Case Study will be due October 5th (Class 5). The outline should contain your team’s major points of inquiry, the methods you are using to collect the data about the organization, a bibliography of the literature including relevant theory, research, and information about comparable organizations/programs that is guiding your observation and analysis, and the role that each team member is playing in the development of the case study. Students may invite representatives from the host organizations to join us during the team presentations.

Group presentations should be planned for 20-25 minutes and individual presentations for 10-15 minutes. Plan to use visual material, handouts, maps, charts, etc. to quickly and graphically convey your understandings and perspectives. Each presentation will be followed by a brief question and answer session.

The written Case Study will be due at the last class – December 7th (Class 14). It should be 15 to 20 pages, double spaced. You may attach graphic materials as addenda.

COURSE EXPECTATIONS AND GRADING POLICY:
As an advanced graduate seminar, this course has high expectations for reading, analyzing, and critiquing professional literature; engaging in class discussions and creative problem solving; participating in experiential exercises, analyzing case studies and practice experiences; leading assigned discussions and presenting your own work for collegial discussion. Students are expected to turn in all assignments on time. Should you experience a major health or family problem, contact the instructor immediately to develop a completion plan. Credit will be deducted for late papers.

If it is necessary for you to miss class due to illness, family emergency or professional responsibilities, call and email the instructor as soon as possible to make arrangements to complete make-up assignments.

REQUIRED USE OF RELEVANT JOURNALS:
You are also expected to use relevant, selected material from at least three of the following journals in major papers for the course. Volumes of these journals are held in Davis Library and are also available on-line. These journals are major resources in social work for community and macro practice. You are encouraged to utilize other relevant journals that are held in the Serials Collection and available on-line.

Journals required for use in preparation of Papers and Presentations for SOWO 875:
- The Journal of Community Practice: Organizing, Planning, Development & Change
- Nonprofit and Voluntary Sector Quarterly
- Social Development Issues
- The Social Service Review
- Administration in Social Work
- The Journal of Progressive Social Work
- The Journal of Sociology and Social Welfare
- Research in Social Work
All written assignments are expected to show evidence of critical and creative thinking as well as thoughtful consideration of the literature, research, your practice and volunteer experience and other relevant resources (for example interviews). As noted above, all assignments should contain references to course literature, specialized literature and to relevant journals.

Written assignments are expected to include in-text citations and a summary list of references that are included in the paper following the APA Style Manual. Assignments should be word-processed or typed employing correct English usage, grammar, punctuation, and spelling. To be acceptable for advanced graduate work, assignments must meet an advanced level of expectation with regard to content, logical argument, critical thinking, and style. That is, assignments for the course should meet the standards expected of professional community practitioners, planners and program managers. If the instructor deems that an assignment does not meet such professional standards, the student will be given one opportunity to revise and resubmit the assignment. Students who submit papers written at a sub-professional level will be asked to meet with the SSW writing specialists/editors who offer supportive and creative assistance. Professional writing is a critical skill needed to support all areas of macro practice. Work in this course should help you to further your professional writing skills.

SCHOOL OF SOCIAL WORK GRADING SCALE:

H = 94-100
P = 80-93
L = 70-79
F = 69 and below

A grade of P is “entirely satisfactory” master’s level work. On a traditional grading scale, a P would range from an A- to a B. The grade of H (Honors) signifies that the work is clearly excellent in all respects.

Policy on Incompletes, Late Assignments, and Absences

A grade of Incomplete will be given only in serious and extenuating circumstances and in accordance with University policy. It is the student’s responsibility to initiate a meeting with the instructor to request an Incomplete. School of Social Work policy indicates that instructors have no responsibility to give an Incomplete without such a request.

Assignments are due in class and via email on the day noted in the syllabus. Plan your schedule so that you will have assignments completed on time. If because of illness or family emergency you find that you will be late with an assignment, contact the instructor immediately-at least two days before the assignment is due--to discuss the situation and develop a plan for completion/submission of the assignment. If an assignment is turned in late without such a discussion with the instructor, three points per day (including weekends) will be automatically deducted from the grade.

Policy on Academic Dishonesty

To assure that you do not unwittingly engage in plagiarism or in other forms of academic dishonesty, refer to the APA Style Guide, The SSW Manual, and the SSW Writing Guide for information on correct and required attribution of quotes, the crime of plagiarism and appropriate
use of assistance in preparing assignments. All written assignments should contain a signed
pledge from you stating:

“I have not given or received unauthorized aid in preparing this written work; I
have not plagiarized the work of anyone else from books, articles, web sites or
personal communication; and I have not submitted work for this class that was
developed for a previous or concurrent course.”

Assignments without this pledge will be returned to students prior to grading.

It is possible to select a topic for this class that is related to a concurrent course if you
clearly define (in writing) the distinctions between the planned papers or projects and secure the
permission of both instructors. **It is unacceptable, however, and a violation of the Honor
Code to use material developed for an earlier course or a concurrent course for this class.**

In keeping with the UNC Honor Code, if reason exists to believe that academic
dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for
investigation and further action will be taken as required.

**Policy on Accommodations for Students with Disabilities**

Students with disabilities that affect their participation in the course and who wish to
have special accommodations should contact the University’s Office of Disability Services and
provide documentation of their disability. Disabilities Services will notify the instructor that the
student has a documented disability and may require accommodations. Students who require
accommodations should discuss the specific accommodations they require (e.g. changes in
instructional format, examination format) directly with the instructor on the first day of class and
provide a brief written statement in relation to their needs and appropriate formats.

**Policies on the Use of Electronic Devices in the Classroom**

A central aspect of leadership behavior in professional practice is being mentally as well
as physically present in meetings and paying attention to content and dynamics. For this reason,
you are expected to actively listen and participate in all class activities and discussions. Some
students will have documented reasons to employ a laptop in class. For others, who prefer to use
a laptop for note-taking, do not use your laptop without discussing your reasons and receiving
permission from the instructor first. Do not use any other electronic device in SOWO 875
without documented permission.

If you are using a laptop in class, you will be asked to look up material relevant to
discussion for all class members. This can be very helpful to all class members. However, it is
unacceptable to use your laptop for any non-class related purpose. Any students who engage in
such behavior will be asked to leave class; and their grade for participation will be severely
docked. If you have a professional responsibility that is more critical than the work of the class:
Inform the instructor and leave, returning to class as soon as possible.

Turn off audible cell phone signals when you enter class. If you are expecting an urgent
call, let the instructor know and leave class when you are contacted. If you are expecting an
urgent email, leave class to wait for it. Do not Twitter or Tweet or engage in any other electronic relationship that displaces your responsibility to be present and involved in class.

Any use of electronic devices for non-class related activities (e.g. checking email) is prohibited. It is un-professional, rude and disrespectful to the group with whom you are working. It should not be necessary to state this obvious violation of group leadership and participation expectations to professionals. Should such actions occur, the person or persons disrupting or undermining the process of class meetings will be asked to leave and return only after securing permission from the instructor.

**OTHER POLICIES/GENERAL INFORMATION:**

For all class papers, including reflection papers, submit two copies to the instructor (one to be marked and graded (hard copy), and one for the instructor’s records (e-mail submission). If you are away and need to initially submit a paper via e-mail, provide the instructor with a hard copy as soon as possible.

For course related communications with class members in and outside of class, you are expected to use professional judgment in your style of communication and content. Community practitioners and organizational leaders need always to be mindful of the quality and content of their communications. Remember that your e-mail and other web-based communication are never really private, and encourage those you work with to be conscious of the power of words for either positive or negative impact for yourself and the people that you work with.

**READINGS AND COURSE OUTLINE**

**SOWO 875 Community Theory and Practice**

*meets Monday afternoons 2 - 4:50 pm in the TTK Building*

Readings to complete BEFORE the FIRST CLASS:

Come to our first class on August 31st having read and being prepared to discuss and compare issues in the following chapters from your major texts:

**Brueggemann, The practice of macro social work, Chapter 1.**

“Overview of the practice of macro social work.”

**Ohmer & DeMasi, Consensus organizing: A community development workbook.**

Chapter 1. “Approaches to community organization and their relationship to consensus organizing.”


**1st August 31**

*Introduction, the Scope of Community Practice and Overview of Course*

- Introduction of Class Members
• Discussion of Readings (listed immediately above)
• Discussion of Case Studies
• Discussion of learning interests, field placements, career direction, and goals of members
• Overview of Course

Readings: See assigned readings above

Exercises:
MCP Skills Identification
Ohmer & DeMasi Chapter 1 Case Studies (read and respond to questions):
  Acorn & Perry Hilltop

MONDAY SEPTEMBER 7th    LABOR DAY: NO CLASS MEETING

Required Readings for 2nd Class on September 14th:
These T & R materials will be placed on the course’s Blackboard site (BB)
  Upper Saddle River, NJ: Pearson-Allyn & Bacon
Material on Task Groups:
  Pages 13-44 of Chapter 1. “Introduction” (info on Task Groups);
  Pages 53 – 63 –Knowledge and Influential Theories: Task Groups.
  Chapter 3. “Understanding Group Dynamics.”
Brueggemann, Chapter 2. “Social Problems: The Challenge of Macro
  Social Work.”
  Community Practice.”

2nd   September 14  Working with Task Groups
• Discussion of types of task groups
• Discussion: Participants experience in and leading task groups
• What are the differences between facilitating and leading a task group?
• Discussion—Experiences with Group Dynamics; What did you learn from the
  Group Dynamics Chapter?
• What strategies do you need to learn/use to manage task groups effectively?
• Questions/ideas about the development of Community Practice?
• Write down your central thoughts and major questions about how community practice
  Connects to/deals with Social Problems and Emerging Issues—
  for group and class discussion

3rd   September 21:  Task Groups in Communities: Context,
  Theorizing and Problem Solving
• Theories, theorizing, and problem solving
• What learning from Toseland & Rivas can you apply to O & D’s discussion of context
  issues?
What is your assessment of O & D Chapter 2? Does it offer useful information about organizing?

What theories from Reed’s chart would you be most likely to use to better understand the context of Low-Income Communities?

How does Reed’s thinking about theories and theorizing help you to understand and approach community practice—particularly with regard to social justice and human rights?

Be prepared to discuss definitions and understandings of social justice and human rights?

What was most useful to you in Brueggemann’s Chapter about Social Thinking and Rational Problem Solving? Be prepared to explain and discuss both.

Exercises
Ohmer & DeMasi, Case Studies A, B, & C
Task Group Exercises
Theorizing and Problem Solving

Readings:
   Chapter. 11. “Task Groups: Foundation Methods.”(BB)
Reed, Chapter 4 HCP. Theorizing in Community Practice: Essential Tools for Building Community, Promoting Social Justice and Implementing Social Change.
Brueggemann, Chapter 3. Rational Problem Solving and Social Thinking.

4th September 28 Facilitation and Leadership

- Write down how you distinguish between facilitation and leadership.
- What is the difference between conflict oriented organizing and consensus organizing?
- What kinds of facilitation roles will community practitioners take on in each major CP Model?
- What kinds of leadership roles will community practitioners take on in each major CP Model?
- Which models of community practice are most interesting to you? Why?
- What new learning (and interesting ideas) did you glean from T & R Chapter 12?
- How do this weeks readings-- particularly Brueggemann Chapter 4 and T & R Chapter 4 change or add to your understanding of leadership?
- What interests do you have in leadership? What concerns or worries?

Exercises:
Facilitation Power Point
Leadership & Facilitation Exercises
O&D, Case Study - Mon Valley

Required Readings:
Chapter 4. “Leadership.” (BB) and
Ohmer & DeMasi, Chapter 3. “Strategic Principles of Consensus Organizing”
Brueggemann, Chapter 4. “Leadership, The Hallmark of Macro Social Work”
Weil & Gamble, HCP, Chapter 6. “Evolution, Models and the Context of Community Practice.”

5th October 5 Engaging Diverse Populations—Practice in Multicultural Communities and Building Culturally Competent Services
- Culturally Competent Services and Organizations
- Leading for and Promoting Diversity
- Issues in Diversity and Multiculturalism
- Who works with Whom?
- Practice Competency in Diverse Settings

Exercises:
Case Studies and Role Play Exercises
Small group Discussion:
Bankhead & Erlich’s model—what are realities—what are options?
How will you be perceived as “different” by any group that you work with?
--Be prepared to discuss examples.
Recommendations on how you will enter a community setting in some or many ways similar to your own background.
Recommendations on how you will enter a community setting very different from your own background.

We will divide the readings below with sub-groups responsible for developing Powerpoints and handouts for assigned chapters.

Readings:
Brueggemann, Chapter 5. “Community.”
Toseland and Rivas, (2008) An introduction to group work practice,
Chapter 5. “Leadership and Diversity.” (BB)
Gutierrez, et al. HCP, Chapter 18. “Multicultural Community Practice Strategies and Intergroup Empowerment.”
Bankhead and Erlich, HCP, Chapter 3. “Diverse Populations and Community Practice.”
Iglehart & Becerra, (1995) Social Services & the Ethnic Community,
Chapter 7. Service Delivery to Diverse Communities: Agency-Focused Obstacles and Pathways; pp. 205-239(BB), and
Chapter 8. Service Delivery to Diverse Populations: Interorganizational Pathways, pp. 241-270. (BB)

6th October 12 Community Organization Practice
Exercises:
Case Study: Jamestown—from Ohmer
Role Plays from O&D Chapter 5.

Readings:
Brueggemann, Chapter 8. “The Practice of Community Organization.”
Ohmer & DeMasi, Chapter 4. “The Process of Consensus Organizing”
Ohmer & DeMasi, Chapter 5. “The Role of the Consensus Organizer”
Rubin & Rubin, HCP, Chapter 9. “The Practice of Community Organizing”

7th October 19 Organizations, Administration & Community Analysis
Exercises:
Brueggemann Exercises, Org. Dev.
O&D Exercises: The South Plum Neighborhood &
   Step One: Community Analysis

Readings:
Buffum, HCP, Chapter 31. “Revisiting Community-Based Administration, Program
   Management, and Monitoring.”
Ohmer & DeMasi, “Introduction to Section III”, and Chapters 6. “Step One in
   Community Analysis: Understanding Communities—Their History and
   Current Conditions”; and 7. “Step Two in the Community Analysis: Understanding and
   Engaging Individuals from Internal Community Resources.”

8th October 26 Organizing Approaches, Promoting Diversity &
   Social Justice in Organizations and Communities
Exercises: Promoting Diversity
   Bringing Clients on Board
   Problem-solving in Multicultural Communities

Readings:
Castelloe & Gamble, HCP, Chapter 13. “Participatory Methods in Community Practice: Popular
   Education and Participatory Rural Appraisal.”
Reisch, HCP, Chapter 15. “Radical Community Organizing.”
Ohmer & DeMasi, Chapters 9. “…Mutual Self Interest” and
   10. “Power Matters….”

Review:
Gutierrez, et al., HCP, Chapter 18. “Multicultural Community Practice Strategies.”

Special Interest Topics:
Burghardt and Fabricant, HCP, Chapter 10. “Which Side Are You On? Social Work, Community Organizing, and
   the Labor Movement.”
Hyde, HCP, Chapter 19. “Feminist Community Practice.”
Cnaan, et al. HCP, Chapter 20. “Rise Up and Build the Cities: Faith-Based Community Organizing.”

9th November 2  Community Development
Exercises:
Brueggemann Exercises

Readings:
Brueggemann, Chapter 7. “The Practice of Community Development.”
Ohmer & De Masi, Chapters Chapter 8. “…Understanding and engaging Individuals from External Community Resources; and “Section III. Wrap-up: Tying It All Together.”

Half the class will read Rubin & Sherraden, the other Gamble and Hoff to compare and contrast.
Rubin & Sherraden, HCP, Chapter 26. “Community Economic and Social Development.”
OR
Gamble & Hoff, HCP, Chapter 8. “Sustainable Community Development.”

10th November 9  Social Planning and Communities
Exercises:
Brueggemann Exercises—Community Planning
O&D Cases & Exercises

Readings:
Weil, HCP, Chapter 11. “Social Planning With Communities.”
Ohmer & DeMasi, Chapter 11. “Seeding Civic Participation through Youth Organizing.”

Read Either:
Brilliant, HCP, Chapter 12. “From Community Planning to Changing Communities: Fundraising and Fund Allocation for Human Services.”
or
Lauffer, HCP, Chapter 32. “Fundraising, Programming, and Community Organizing: Working with Donors, Investors, Collaborators, and Purchasers.”

11th November 16  Program Development
Exercises:
Brueggemann Exercises—Program Development
O&D Case Studies & Field Exercises

Readings:
Ohmer & DeMasi, Chapter 12. “Applying Consensus Organizing to Other Fields.”
Morrison, HCP, Chapter 21. “Service Coordination: Practical Concerns for Community Practitioners.”
Mulroy, et al., HCP, Chapter 25. “Community Building and Family-Centered Service Collaboratives.”

12th November 23

**Coalitions**

Exercises: O & D, Chapters 13 & 14

Readings:
Robert-DeGennaro and Mizrahi, HCP, Chapter 16. “Coalitions.”
Chow and Crowe, HCP, Chapter 33. “Community-Based Research and Methods in Community Practice.”
Pennell, Noponen, and Weil, HCP, Chapter 34: “Empowerment Research.”

13th November 30

**Policy Advocacy and Social Movements**

*Ethical Issue for Macropractitioners*

Readings:
Padilla & Sherraden, HCP, Chapter 5. “Communities and Social Policy Issues: Poverty, Economic Inclusion, and Asset Building.”
Mondros, HCP, Chapter 14. “Political, Social, and Legislative Action.”
Jansson, HCP, Chapter 17. “Four Models of Policy Practice: Local, State, and National Arenas.”
Brueggemann, Chapter 13. “The Practice of Social Work Policy Advocacy”; and

14. December 7

**Global Issues**

Final Class
Final Papers Due
Final Panel Discussions
Course Evaluation and Assessment of New Learning Needs

Readings for Further Learning:
Estes, HCP, Chapter 28. “Global Change and Indicators of Social Development.”
Reisch, HCP, Chapter 29. “Community Practice Challenges in the Global Economy.”

THE CURRICULUM AND MEASUREMENT OF STUDENT MASTERY OF OBJECTIVES
This table identifies the links between this course’s objectives and the larger objectives of the MSW program. Please realize that not every course objective will link precisely with one MSW objective. The table also identifies how the instructor will measure student mastery of each objective.
<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Supports MSW Program Objective</th>
<th>Is Measured by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of and ability to demonstrate facilitation and leadership skills in community development, organizing, and planning situations;</td>
<td>Demonstrate the capacity for effective leadership that enhances the well-being of client systems across a range of social systems, including organizations and communities. (Leadership)</td>
<td></td>
</tr>
<tr>
<td>Ability to analyze group dynamics in a task group setting;</td>
<td>Demonstrate the capacity for effective leadership that enhances the well-being of client systems across a range of social systems, including organizations and communities. (Leadership)</td>
<td></td>
</tr>
<tr>
<td>Ability to discuss and apply knowledge about cultural competence in analysis of organizations and practice situations in multicultural communities. Ability to apply a framework for learning about specific community cultures;</td>
<td>Demonstrate commitment and ability to apply the core values of the profession, including the alleviation of social and economic injustice, discrimination, and oppression. (Service to Society)</td>
<td></td>
</tr>
<tr>
<td>Ability to analyze emerging issues in political/economic environments that affect opportunities and access for low-wealth populations and community practice settings;</td>
<td>Demonstrate commitment and ability to apply the core values of the profession, including the alleviation of social and economic injustice, discrimination, and oppression. (Service to Society)</td>
<td></td>
</tr>
<tr>
<td>Knowledge of and ability to analyze and apply community and practice theories in course discussions and assignments; Ability to theorize and compare utility of theories in diverse practice situations in class presentations and papers;</td>
<td>Demonstrate the capacity for effective leadership that enhances the well-being of client systems across a range of social systems, including organizations and communities. (Leadership)</td>
<td></td>
</tr>
<tr>
<td>Knowledge of and ability to employ conceptual frameworks and practice approaches used in the class in analyzing community strategies and decision-</td>
<td>Demonstrate the capacity for effective leadership that enhances the well-being of client systems across a range of social</td>
<td></td>
</tr>
<tr>
<td>making processes; systems, including organizations and communities. <strong>(Leadership)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ability to articulate, critique and apply social work values, ethics, and professional principles for community practice; Use of values and ethics for decision-making in settings where different values and interests are in competition and where there are significant power differentials</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognize and respond to ethical dilemmas and values conflicts in ways that are consistent with the NASW Code of Ethics and current legal mandates. <strong>(Moral Courage)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ability to explain and appreciate the competing demands that multiple stakeholders place on community-based organizations, and the multiple expectations and demands placed on community practitioners;</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate commitment and ability to apply the core values of the profession, including the alleviation of social and economic injustice, discrimination, and oppression. <strong>(Service to Society)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ability to integrate knowledge and skills to demonstrate advanced practice such as: building a diverse and culturally competent community organization; coordinating the work of diverse groups in communities; and building a shared culture in an organization or community group that appreciates the strengths of oppressed populations;</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Demonstrate the capacity for effective leadership that enhances the well-being of client systems across a range of social systems, including organizations and communities. **(Leadership)**  
Demonstrate commitment and ability to apply the core values of the profession, including the alleviation of social and economic injustice, discrimination, and oppression. **(Service to Society)** |
| **Knowledge of current trends and issues that shape and influence organizing, planning, and development processes in community-based organizations and communities in relation to students’ special interest projects; and** |
| Identify, synthesize, and apply research-generated knowledge to plan, implement, and evaluate complex interventions that address problems in a specialized area of practice. **(Autonomous Practice)** |
| **Specialized knowledge of issues that influence organizing, planning, and** |
| Identify, synthesize, and apply research-generated |
development processes in communities and organizations in relation to students’ special interest projects.

| knowledge to plan, implement, and evaluate complex interventions that address problems in a specialized area of practice. (Autonomous Practice) |